

**IMPACT OF GROUP WORK ON SPEAKING FLUENCY OF 3RD-YEAR ENGLISH STUDENTS AT UZSWLU****Ganieva Dilshoda Izzatulla kizi**Teacher, Department of Theoretical Aspects of the English Language  
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**Abstract** This study examines how structured group work affects third-year English students at Uzbekistan State World Languages University's (UzSWLU) speaking fluency. Eighteen people with comparable proficiency levels participated in the study. A standardized rubric that evaluated pronunciation, grammar, vocabulary, and coherence was used in a pre-test and post-test design to gauge improvements in speaking performance. Students participated in organized group projects intended to foster communication and cooperative learning over the course of four weeks. The results showed that students' speaking fluency had significantly improved. The majority of participants showed quantifiable improvement, suggesting that group work offers beneficial chances for insightful dialogue and peer evaluation. The findings imply that group-based activities can successfully improve speaking abilities and validate current theories of collaborative learning.

**Keywords:** group work, speaking fluency, EFL learners, collaborative learning, communication skills, peer interaction, language acquisition, Uzbek students, higher education, speaking skills

**ВЛИЯНИЕ ГРУППОВОЙ РАБОТЫ НА БЕГЛОСТЬ РЕЧИ СТУДЕНТОВ 3 КУРСА УЗБЕКСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА МИРОВЫХ ЯЗЫКОВ (UZSWLU)**

**Аннотация** Данное исследование направлено на изучение влияния групповой работы на беглость речи студентов 3 курса Узбекского государственного университета мировых языков (UzSWLU). В исследовании приняли участие 18 студентов с примерно одинаковым уровнем владения английским языком. Для оценки навыков устной речи использовался метод предварительного и итогового тестирования с применением рубрики, включающей произношение, грамматику, словарный запас и связность речи. Исследование проводилось в течение 4 недель, в ходе которых студенты участвовали в структурированных групповых заданиях. Результаты показали значительное улучшение беглости речи. Большинство студентов продемонстрировали положительную динамику, что подтверждает эффективность групповой работы. Полученные данные подтверждают теории совместного обучения и подчеркивают важность групповых методов в развитии устной речи в условиях изучения английского языка как иностранного.

**Ключевые слова:** групповая работа, беглость речи, изучение английского языка, совместное обучение, коммуникативные навыки, взаимодействие, усвоение языка, студенты, высшее образование, устная речь

**O'ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI (UZSWLU) 3-KURS INGLIZ TILI TALABALARI NUTQ RAVONLIGIGA GURUHDA ISHLASHNING**

## TA'SIRI

**Annotatsiya** Ushbu tadqiqot O'zbekiston davlat jahon tillari universiteti (UzSWLU) 3-kurs ingliz tili talabalari nutq ravonligiga guruhda ishlashning ta'sirini o'rganishga bag'ishlangan. Tadqiqotda o'xshash til darajasiga ega bo'lgan 18 nafar talaba ishtirok etdi. Nutq ko'nikmalarini baholash uchun talaffuz, grammatika, lug'at boyligi va mantiqiylikni o'z ichiga olgan maxsus baholash mezoni asosida pre-test va post-test usuli qo'llanildi. Tadqiqot 4 hafta davomida olib borilib, talabalar muntazam ravishda guruhli mashg'ulotlarda ishtirok etdilar. Natijalar talabalarning nutq ravonligi sezilarli darajada oshganini ko'rsatdi. Ko'pchilik talabalar ijobiy o'sish ko'rsatdi, bu esa guruhda ishlash samarali kommunikativ muhit yaratishini tasdiqlaydi. Natijalar hamkorlikda o'qitish nazariyalarini qo'llab-quvvatlaydi va EFL kontekstida nutq ko'nikmalarini rivojlantirishda guruhli faoliyatlarning ahamiyatini ko'rsatadi.

**Kalit so'zlar:** guruhda ishlash, nutq ravonligi, ingliz tili o'rganuvchilar, hamkorlikda o'qish, kommunikativ ko'nikmalar, o'zaro muloqot, til o'zlashtirish, talabalar, oliy ta'lim, nutq ko'nikmalari

**Introduction**

In recent years, using a collaborative approach has become more and more popular among language teachers. Especially, most teachers are using peer interaction in order to enhance students' speaking skills. From my experience with 3rd-year students at UZSWLU, I have noticed that they are more active and confident while they are working in small groups rather than individually. It is because group activities create a more excited atmosphere where students feel more comfortable expressing their ideas.

Many researchers also emphasized the importance of interaction in language learning. For example, collaborative learning has become an essential approach in language teaching. (Dörnyei, 2001) Students can easily interact, exchange ideas, and also learn from each other. This is especially effective in increasing students' speaking fluency (Johnson & Johnson, 2009; Harmer, 2015). As far as we know, most students may be shy during the lessons in order to express their ideas. They have fears arising from embarrassment over mistakes in the speaking process. Brown (2007) states that peer interaction improves students' confidence, motivation, and communicative competence in second language acquisition (L2). If the atmosphere is friendly, students feel more comfort, and they do not feel any anxiety.

However, all group activities are not effective in leading to measurable improvement. This depends on the dynamics of the group, the design of the task, and also individual participation (Littlewood, 2004). If all students are naturally active in lessons, their small groups also can show great measures. Also, task design has a big value. If the task is interesting and well-designed, each student may want to participate during the process. Sometimes, stronger students dominate discussions as they feel comfortable among classmates, while weaker students remain passive, though they cannot express their ideas individually. Despite these potential challenges, group work is widely recognized as an effective way to provide learners with authentic communicative practice and give opportunities for meaningful negotiation (Swain, 2005).

Because of these mixed observations, it is important to examine how collaborative learning influences students' speaking skills in a real classroom setting. Therefore, this study explores the impact of structured group work on the speaking fluency of 3rd-year English students at Uzswlu. And research analyses whether participation in group activities can improve students' speaking ability.



## Methods

When it comes to the participants of this study, 2325 group students were 18 third-year English major students at UZSWLU. The group consisted of 3 males and 15 females, aged between 20 and 22 years. All participants had a similar English proficiency level, as we can see their previous grades assessed last semester.

To conduct research, two main tools were used in order to measure students' speaking fluency:

1. A speaking rubric assessing pronunciation, grammar, vocabulary, and coherence on a scale of 1-5
2. An oral task where students participated in a 5-minute discussion on a familiar topic in small groups of 5.

For the second instrument, I recorded each student's speech for scoring.

This study was conducted over a four-week period. During the first week, 2325 group students completed a pre-test speaking exercise individually. This allows us to simply test their baseline fluency. Following the first week, throughout weeks 2-3, students were separated into three small groups and worked twice a week. Each session featured interesting subjects with a focus on conversation and collaborative speaking activities. In the final week, a post-test speaking challenge was completed individually. The same rubric was used for the pre-test. All recordings were assessed by two independent raters to assure their dependability.

## Results

The findings suggested that students' speaking fluency improved after engaging in group work sessions. The mean pre-test score was 3.2 out of 5, while the mean post-test score climbed to 4.1. We can see the scores of individual pre-tests and post-tests for all 18 students on Table 1. The majority of students increased their scores. It's clear that no student's score decreased.

**Table 1.** Pre-Test and Post-Test Scores of Participants

Student	Pre-Test	Post - Test	Improvement
1	3	4	+1
2	2	4	+2
3	3	4	+1
4	4	5	+1
5	2	3	+1
6	3	4	+1
7	3	4	+1
8	4	5	+1
9	2	4	+2
10	3	4	+1
11	3	4	+1
12	4	5	+1
13	2	3	+1
14	3	4	+1
15	3	5	+2
16	2	3	+1
17	2	4	+2



18	4	5	+1
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Furthermore, all components of the speaking rubric (pronunciation, grammar, vocabulary, and coherence) showed improvement; it is clear to indicate that group work helped students to develop their overall communicative competence.

### Discussion

From the findings of this research, we can see that group work is effective enough to improve students' speaking fluency. Likewise, we all know from our classroom observation that not all students may act with the same progress. Some students are very confident and can easily adapt to their groups, but others may take time to do so. Another interesting thing from the sessions is that the more familiar the topic is, the more willing they are to communicate with each other. In contrast, the more abstract the topic is, the more hesitant they are to speak or wait for other members of the group. These suggest that it is also important to choose the right topic in developing speaking skills.

In general, these results corroborate earlier studies, like Ellis's (2003) focus on the significance of interaction in language acquisition. The findings do, however, also imply that teachers should carefully plan group projects. It is insufficient to just divide students into groups and give them assignments; the assignments must be well-structured and guarantee that every student participates. Practically speaking, group work should be utilized while keeping an eye on and assisting students as needed. Future research might concentrate on the long-term effects of various group activities on speaking fluency.

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